

Contents

Foreword by Marilyn Burns xi

Introduction xiii

How to Use This Book xvii

I A National Perspective 1

- MESSAGE 1 Math for a Flattening World
RESHAPING SCHOOL MATHEMATICS FOR CHANGING TIMES 3
- MESSAGE 2 Untapped Potential
MOVING PAST THE ACHIEVEMENT GAP 9
- MESSAGE 3 Making the Case for Creativity
PART OF BEING A MATHEMATICAL THINKER 17
- MESSAGE 4 Good Old Days
LEARNING FROM THE ROADS WE'VE TRAVELED 23
- MESSAGE 5 Technology Is a Tool
SHIFTING HOW WE TEACH MATHEMATICS IN A TECHNOLOGICAL WORLD 32
- MESSAGE 6 “Teach Harder!” Isn’t the Answer
WORKING TOGETHER TO TEACH SMARTER, NOT HARDER 39
- MESSAGE 7 Not Your Grandpa’s Algebra
PREPARING ALL STUDENTS FOR COLLEGE AND THE WORKFORCE 45
- MESSAGE 8 More Math, More Dropouts?
HOW WE RAISE THE BAR MATTERS 52
- MESSAGE 9 When the Hammer Hits the Wall
MAKING SURE EVERY STUDENT MEETS HIGH STANDARDS 59
- MESSAGE 10 It’s Not Just About Math and Reading
THE NEED FOR A WELL-BALANCED CURRICULUM 66

- MESSAGE 11 Weighing Hens
LOOKING AT BENCHMARK TESTING 72
- MESSAGE 12 Beyond Band-Aids and Bandwagons
MAKING LASTING CHANGE THAT WORKS 79
- MESSAGE 13 Seek First to Understand
BRIDGING PERSPECTIVES AND BUILDING ON DIFFERENCES 86



A School Perspective 91

- MESSAGE 14 Balance Is Basic
WHAT IT TAKES TO BE MATHEMATICALLY PREPARED TODAY 93
- MESSAGE 15 Less Can Be More
THE IMPORTANCE OF FOCUS IN TEACHING MATHEMATICS 101
- MESSAGE 16 Hard Arithmetic Isn't Deep Mathematics
THE IMPORTANCE OF DEPTH IN TEACHING MATHEMATICS 107
- MESSAGE 17 Constructive Struggling
THE VALUE OF CHALLENGING OUR STUDENTS 113
- MESSAGE 18 Faster Isn't Smarter
THE TROUBLE WITH TIMED TESTS 120
- MESSAGE 19 Embracing Accountability
SURVIVING THE TEST WHILE TEACHING GOOD MATHEMATICS 126
- MESSAGE 20 Putting Calculators in Their Place
THE ROLE OF CALCULATORS AND COMPUTATION IN THE CLASSROOM 131
- MESSAGE 21 No More Pilgrim Pie
THE CHALLENGES OF INTEGRATING MATHEMATICS WITH OTHER SUBJECTS 138
- MESSAGE 22 We Don't Care About the Answer
YES, WE DO. LOOKING FOR BALANCE 145
- MESSAGE 23 The Power of Patterns
DRAWING ON MATHEMATICAL PATTERNS AS WE TEACH 151
- MESSAGE 24 Do It In Your Head
THE POWER OF MENTAL MATH 158

- MESSAGE 25 Pushing Algebra Down
IS SOONER BETTER? 163
- MESSAGE 26 Beyond Pockets of Wonderfulness
THE POWER OF ARTICULATION AND COLLABORATION 171
- MESSAGE 27 A Math Message to Families
HELPING STUDENTS PREPARE FOR THE FUTURE 177



Real Students and Real Teachers

MATHEMATICS IN TODAY'S CLASSROOMS 185

- MESSAGE 28 So Now You're a Teacher
BECOMING PART OF A MATHEMATICS TEACHING COMMUNITY 187
- MESSAGE 29 The Evolution of a Mathematics Teacher
HOW WE DEVELOP AS PROFESSIONALS 192
- MESSAGE 30 Crystal's Calculator
LEARNING FROM OUR STUDENTS 198
- MESSAGE 31 Do They Really Need It?
A LESSON IN EXPECTATIONS FROM AFRICA 205
- MESSAGE 32 Yes, but . . .
BELIEVING IN EVERY STUDENT 211
- MESSAGE 33 Engaged in What?
ACTIVITY ISN'T ALWAYS ENGAGEMENT 218
- MESSAGE 34 Forgetting Isn't Forever
RELEGATING REVIEW TO ITS PROPER PLACE 223
- MESSAGE 35 Putting Testing in Perspective
HOW TO HANDLE HIGH-STAKES TESTS 230
- MESSAGE 36 I Know What an 82 Means!
GRADES AND GRADING IN TODAY'S MATHEMATICS CLASSROOM 238
- MESSAGE 37 Boring!
IS KEEPING STUDENTS INTERESTED A TEACHER'S JOB? 245
- MESSAGE 38 Ten Kinds of Wonderful
ROLES FOR EFFECTIVE MATHEMATICS TEACHERS 251

- MESSAGE 39 Standing on the Shoulders . . .
LEARNING FROM EACH OTHER 259
- MESSAGE 40 Seven Steps Toward Being a Better Math Teacher
A PATH OF LIFELONG IMPROVEMENT 264
- MESSAGE 41 Thank You, Mr. Bender
CELEBRATING TEACHERS WHO MAKE A DIFFERENCE 272

IV

Bonus Messages for the Second Edition

MORE THOUGHTS ON EQUITY, TECHNOLOGY, TEACHING,
AND MATHEMATICAL THINKING 277

- MESSAGE 42 Girls Count, Too
DOES GENDER STILL MATTER IN MATH CLASS? 279
- MESSAGE 43 Are Math Teachers Obsolete?
THE HUMAN FACTOR IN HIGH-TECH LEARNING 288
- MESSAGE 44 Who's Driving?
STUDENTS TAKING THE WHEEL IN THE MATHEMATICS CLASSROOM 296
- MESSAGE 45 Math Is *Supposed* to Make Sense!
THE MOST IMPORTANT MATHEMATICAL HABIT OF MIND 302

Afterword 309

Acknowledgments 315

Appendices 317

A. Sources for Finding Worthwhile Problems and Tasks 319

B. Selecting and Evaluating Worthwhile Tasks 323

C. Essential Library 324

D. Research Summaries and Statements on Key Issues in School
Mathematics 327

Resources and References 330

Index 349

About the Author 373